IDAHO

Highlighted Programs/Activities

21st Century Community Learning Centers

November - 2004

21st CCLC Highlighted Center Program/Activity

Name of Program/Activity: CASA Art Every Thursdays

Name of site award: Buhl Middle School   **Center name:** Buhl Middle School

Contact Person: Kalen Wright
      Address: 216 7th Ave. N.   **City:** Buhl   **State:** Idaho   **Zip:** 83316
      Phone #: 208-543-8292   **Fax #:** 208-543-5137
      E-mail: kwright@d412.k12.id.us

Program Description

      Recommended age group: Grades 6-8

      Number of participants: 10-22 on two separate days

      Preparation time: approximately 20 minutes

      Activity time: (2) 50 minute sessions

      Number of staff required: one teacher; possibly one helper

      Materials/supplies needed:
- construction paper for matting
- white paper for canvas
- sketching pencils to draw picture
- tempera paints of various colors
- paint brushes
- water cups to rinse brushes in

Goal(s)/Objective(s):

The CASA students received a lesson and discussion on how to portray movement in art. Examples of famous art were shown. Winslow Homer's Snap the Whip was the featured work of art history, but other artwork's included Frederic Remington's Pony Express and Ride Him Bill and George Bellow's Dempsey and Firpo. How movement is accomplished in sketching was demonstrated in a drawing lesson. Students sketched a picture showing movement, then painted their art standing at an art easel and using tempera paints. Final details were later added with marker.

Outcomes/Achievements: Idaho Visual Arts and Humanities Standards:
- I-938.01.b-1,2,3,4
- II-940.02.b-1,2.

21st CCLC Highlighted Center Program/Activity

Name of Program/Activity: Highlighting Other Cultures: Didgeridoos from Australia

Name of site award: Caldwell School District 1**32**   **Center name:** Van Buren Learning Center

Contact Person: Cleosa Hill
     Address: 516 N. 11th   **City**   Caldwell   **State** ID   **Zip** 83605
     Phone# 208-455-3326   **Fax # 208-455-3329**
     E-mail:

Program Description

     Recommended age group: 2nd –5th grade

     Number of participants: 50

     Preparation time: flexible   **Activity time:** flexible depending on amount of enrichment desired**.**

     Number of staff required: 6   **Materials/supplies needed:** 1 inch PVC pipe, wood filler, paint and brushes.

     Goal(s)/Objective(s): TSW learn about the Aboriginal culture of Australia by doing research on the Internet, reading related literature, and making a didgeridoo.

     Outcomes/Achievements: TSW will have a greater understanding about the differences of peoples around the world. TSW gain knowledge of search engines and other Internet related resources. TSW make and play a musical instrument native to the Australian Aborigines.

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: Extended Kindergarten

Name of site award: Gooding School District   **Center name:** Gooding Elementary

Contact Person: Maryann Floyd
　　　　Address: 1045 7ᵗʰ Ave. W.   **City Gooding**   **State** ID   **Zip** 83330
　　　　Phone#　208-934-4941   **Fax #** 208-934-4898
　　　　E-mail: floydm@gooding.k12.id.us

Program Description: Kindergarten students that have limited English or test low are recommended for the program. When and if they come up to grade level, they then drop back to half day kindergarten.

　　　　Recommended age group: kindergarten

　　　　Number of participants: 20 per half day

　　　　Preparation time: same as certified full time teacher

　　　　Activity time: ½ day

　　　　Number of staff required: 2 – one certified teacher and one classified aid.

　　　　Materials/supplies needed: same as full time kindergarten class room

　　　　Goal(s)/Objective(s):

To bring kindergarten students up to grade level academically and socially.

　　　　Outcomes/Achievements:

This approach has worked out very well for Gooding. Students that would have other wise stayed behind in their classes for years to come, can now receive the extra instruction needed for them to become successful in their main stream classes.

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: The Kids Klub Choristers

Name of site award: Grangeville "Centers For Discovery"   **Center name:** The Kids Klub, Inc.

Contact Person: Andrea Solberg
        Address: P.O. Box 124
        City Grangeville   **State** ID   **Zip** 83530
        Phone#: 208-983-2285   **Fax #** 208-983-2285
        E-mail: solberga@jsd241.org

Program Description
        Recommended age group: 2ⁿᵈ-6ᵗʰ grade
        Number of participants: Open (we have 35 kids participating currently)
        Preparation time: Approximately 1 hour per week
        Activity time: 1 hour on Thursday afternoons
        Number of staff required: One Choir Instructor (Ours is a volunteer), One paid staff
        Materials/supplies needed: Printed music/songs, CD player; performance CD's, props

        Goal(s)/Objective(s):
Students will learn how to participate in an organized singing/performing group.
Students will learn how to sing "on key".
Students will learn "musical counting and rhythm".
Students will learn to sing in front of an audience.
Students will demonstrate these acquired skills at various performances throughout the community.

        Outcomes/Achievements:
The purpose for creating the Choristers was two-fold:

1.   Approximately 5 years ago, Grangeville's elementary music program was cut due to budget shortfalls. The development of The Kids Klub Choristers was a direct result of that. (We believe that music is a part of us, an essential building block for positive child development. Our brains are hard wired for music and when you take music away, you take away the heart and soul of children. There is also scientific evidence showing correlations between music and brain development in math, science and reading).
2.   The Kids Klub needed to develop a presence in our community outside the four walls of the school building for sustainability purposes. The Choristers have performed at several community events throughout their 4 years of existence. Last year, the Choristers produced a Christmas CD, and sold it in several stores in Grangeville.

   The outcomes for the participants include: developing their singing talent, increasing their love of music, performing for several different audiences, and producing a CD. These kids have also gained self -confidence, the ability to work cooperatively with all ages and a sense of what it means to participate in community events

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: Dino Dig

Name of site award: Grangeville, Centers for Discovery

Center name: REACH Club

Contact Person: Delise Denham
>**Address:** PO Box 294   **City:** Elk City   **State:** ID   **Zip:** 83525-0294
>**Phone#:** 208.842.2353   **Fax #**
>**E-mail:** denhamd@jsd241.org

Program Description
>**Recommended age group:** K-8   **Number of participants:** Unlimited

>**Preparation time:** Very Little   **Activity time:** 30-45 minutes/day for 8 days

>**Number of staff required:** 2

>**Materials/supplies needed:**
>- Dino Fossils (comes with all the excavation materials) – one per group
>- Pans to collect the sand if you are doing this indoors
>- Modeling glue or super glue
>- Dinosaur books with skeleton pictures
>- Cardboard boxes (one per group) Little bigger than a shoe box
>- Construction paper (we used paper from our scrap box)
>- Scissors
>- Glue/tape
>- Computer with printer

>**Goal(s)/Objective(s):**
>Students will explore the world of archeology while enjoying the process of excavating, puzzling bones together, researching a dinosaur, determining if their dinosaur is a carnivore or herbivore, and constructing a diorama for their dinosaur. Students will write up a short information guide for their dinosaur diorama that was displayed throughput the community.

>**Outcomes/Achievements:**
>Students can work individually or in pairs to excavate the dinosaur bones out of their block of sand. This can get a little messy, so an outdoor area is great (otherwise plan on vacuuming). I didn't tell the students what dinosaur was in their sand block so they would have to research dinosaurs to identify their remains. We did this over four days so students worked about 30-40 minutes a day. Literally had to pull their blocks away from them each day or they would of worked on excavating the entire day. Once the dinosaurs bones were removed, they used modeling glue to put their dinosaurs bones back together for a dinosaur model. Next they research their dinosaur taking notes to determine what type of environment they need to build in their diorama. This was determined by their eating tendencies. Carnivore dinosaur dioramas had other dinosaurs included (drawn on paper) while herbivores had a variety of plant life surrounding them in their diorama.   Students then typed up information to share about their dinosaur on the computer. Their dinosaur in the diorama and information sheet were placed throughout businesses (grocery store, post office, USFS, lumber mill, convenience stores, etc) to share with the community the finished product of our activity.

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: Harry Potter Bowl

Name of site award: Grangeville, Centers for Discovery   **Center name:** REACH Club

Contact Person: Delise Denham
   Address: PO Box 294   **City:** Elk City   **State:** ID   **Zip:** 83525-0294
   Phone#: 208.842.2353   **Fax #**
   E-mail: denhamd@jsd241.org

Program Description
   Recommended age group: K-8   **Number of participants:** Unlimited

   Preparation time: Reading part (very little)
      Harry Potter Bowl Night – more involved in organizing the event but well worth it!

   Activity time: Accelerated Reader Reading Time (15 minutes a day)

   Number of staff required: 2

   Materials/supplies needed:
   - Multiple copies of the Harry Potter series on book and on tape/CD (for the students whose reading level isn't high enough to read the books). You might want to coordinate with your school and community libraries for multiple copies.
   - Watched the Harry Potter movies on the Fridays prior to the event at the afterschool program. We did a compare and contrast chart after each movies on the differences between the movie and book.
   - Actual Bowl Night
     o Dry erase boards with markers for student to write their answers on (Paper and pencil would work fine or see if you local middle or high school have the buzzing in machine for their bowls)
     o Went to the Dollar Store and bought witches hats for participants to wear – students also had the option to dress up for the event in wizard'ish clothes.
     o During our activity time the two weeks prior to the Bowl we made masks of the characters in the Harry Potter series that were put up around the room during the bowl. (These were later donated to our local library to display on their wall)
     o As the Questioner that night I wore a witch outfit so I would be in the mood to ask the questions.
     o Had a Harry Potter cake made by a parent, which was served with potion (aka fruit juice with 7up).
     o Questions from each book (about 12-20 questions per book)
     o Prizes (Dollar Store Halloween type gifts & Harry Potter paraphernalia from Wal-Mart)

Goal(s)/Objective(s):
Students will increase their reading time in Accelerated Reader books and take the AR tests as practice for the HP Bowl.

Students will compare and contrast the differences between the HP books and movies. Discuss which option gives you the most detail of the story.

Student will make masks from casting material of the characters of the books. Students researched their characters in the book, looking for descriptive sentences on the appearance of their character.

Outcomes/Achievements:

Students had approximately four–six weeks to read the Harry Potter books prior to the HP Bowl. For students who couldn't read the books themselves, some parents read the books to their child, and others listened to the books on tape at our afterschool program at a listening center and in their public classroom. Students could read the books in school, at home and during our Accelerated Reading time each day at our afterschool program.

Each book was it's own question and answer round at the HP Bowl that the students signed up for. Students could sign up for the book that they want to compete in. I had long tables set up in the front of the room for students to sit at for each round. As I asked a question students wrote their answers down on their dry erase boards. I gave students about 60 seconds to answer. Students then revealed their answers all at once. For each answer correct, they received one point (I kept score and didn't display the results to the audience). For those students who needed help writing their answers a parent or community member wrote their answers down for them. The questions started out easy and progressively got harder. We have some real HP fans that have read the books multiple times so they needed to be challenged with more difficult questions.

Some students participated in one round while others participated in all book rounds.

For prizes, I went to the Dollar Store and picked up Halloween gifts for the second and third place students in each round. I was lucky enough to find some Harry Potter mugs on sale for the first place winner in each round. Then we did an overall winner from all of the books and that student received a paperback set of the Harry Potter books. Everyone who participated received a small grab bag of Halloween trinkets (spider ring, vampire teeth, and a mini candy bar).

Our school librarian was astonished at the reading response for the event. There was a waiting list before and after the HP Bowl for all of the HP books. She has worked in our school library for over 20 years and she has never seen such a positive response to a book event than there was with the Harry Potter Bowl.

21st CCLC Highlighted Center Program/Activity

Name of Program/Activity: Dance Team

Name of site award: **Grangeville,** Best Music and Best Children's' Group

Center name: CCC Discovery Center

Contact Person: Mary Charley
      Address: PO Box 100   **City:** Kooskia   **State:** Idaho   **Zip:** 83539
      Phone#: 208-926-0964   **Fax #**
      E-mail: dutcherm@jsd241.org

Program Description

      Recommended age group: K-5

      Number of participants: **6-12**

      Preparation time: varies

      Activity time: varies

      Number of staff required: 1 High school dancer

      Materials/supplies needed: Music

      Goal(s)/Objective(s):

Children develop coordination and balance skills through dance and moving to music. They will work in a positive cooperative environment to increase team building skills. Students will become more aware of their bodies and how to maintain a healthy physically fit life style.

      Outcomes/Achievements:

The team will dance and perform for local community events such as city tree lighting ceremonies, Kooskia Days Parades, and athletic games.

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: Forestry Month

Name of site award: Grangeville   **Center name:** Riggins, ASK. Inc.

Contact Person: Kim Hawks
    Address: PO Box 1265   **City:** Riggins   **State:** ID   **Zip:** 83549
    Phone#: 208-628-2770   **Fax #:** 208-628-2770
    E-mail: askids@frontiernet.net

Program Description
    Recommended age group: K – 6th   **Number of participants:** Unlimited

    Preparation time: ½ hour each project   **Activity time:** 1 hour to 1-1/2 hours

    Number of staff required: 3   **Materials/supplies needed: Forestry Totes from**
    Randy Brooks with the Univ Idaho Extension Office In Orofino.

    Goal(s)/Objective(s):

Teach kids about forest items. Math, Science, History and much more!!

    Outcomes/Achievements:

Each tote contains a different activity. We actually spent two months using the different totes. Our students learned how to make all different kinds of paper. We spent a lot of days on this project. The student's mixed different items in with the paper to see what different types of paper they could make. This tote contained six blenders and all of the items needed for making paper. Shredded paper included.

After that we made wooden journals and put our homemade paper in the wooden journal. My husband, Monte, made the wooden journals and the students decorated the covers.

We also made rain sticks and learned about the history of rain sticks. This tote contains all the materials need to make rain sticks. It includes two tubes plus different beans and rice so that the kids could see what different sound they make; paints to paint the tubes; ribbon for decorating the tubes and lots of other items.   We used tree cookies and counted the rings to learn how old the tree was. We also learned about boring into a tree and counting the rings on the specimen to learn how old the tree is. There were also materials to let the kids measure the tree height and figure out how many board feet they could get out of each tree.

There were also totes with compasses to teach the students orienteering.   All of the totes were provided at no charge. The only cost for us was the wood and screws for the wooden journals. All in all this was quite an educational activity for our students and one that they really enjoy. I will probably do these activities with the student every year.

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: Academy of Reading

Name of site award: Madison School District   **Center name:** Madison Middle School

Contact Person: Janet Goodliffe
  Address: 290 N. First East   **City:** Rexburg   **State:** ID   **Zip:** 83440
  Phone#: 208-359-3300 Ext. 3017   **Fax #:** 208-359-3345
  E-mail: goodliff@mail.d321.k12.id.us

Program Description

  Recommended age group: grades 5,6, 7

  Number of participants   120

  Preparation time: have to learn computer program

  Activity time: 35 minutes daily

  Number of staff required: 1-10

  Materials/supplies needed: Computers and software, Academy of Reading

  Goal(s)/Objective(s):

High-level intervention for students struggling in reading and scoring below proficient on ISAT tests.

Students work on masteries in the five basic reading areas starting with phonological awareness. Students build on skills until they can "graduate" from the program. Generally those students who have the most struggles take the longest.

  Outcomes/Achievements:

We have found that our students enrolled in Academy of Reading move their ISAT scores double the average of most students in the school. Many students raise their reading level by two grade levels.

21st CCLC Highlighted Center Program/Activity

Name of Program/Activity: Summer Reading Camps

Name of site award: Nampa School District
Center name: Park Ridge Elementary
                  Sherman Elementary
                  Centennial Elementary
                  Central Elementary

Contact Person: Kay Tillotson
        Address: 619 S. Canyon   **City:** Nampa   **State:** Idaho   **Zip:** 83686
        Phone#: 208-468-4600   **Fax #:** 208-468-4638
        E-mail: ktillotson@nsd131.org

Program Description:

        Recommended age group: K – 5th Grade

        Number of participants: 60 – 80 per school

        Preparation time: 1 month

        Activity time: 4 hrs per day – 4 days per week, A total of 16 days

        Number of staff required: 5 Teachers
                                  5 Paraprofessionals
                                  1 Center Supervisor

        Materials/supplies needed: The curriculum that was used was "Phonics for Reading" which is a comprehensive phonics program. It is excellent for summer school   because it does not take a lot of planning.   Progress is measured by giving The Slossen Oral Reading Test in a pre/post test format. Each summer, enrichment activities are offered which include character education, and arts and drama. At the end of the session each student that had at least 75% attendance was taken to the movies. Also, each school had a program for parents. At this program the classes had a "Readers Theater" performance.

        Goal(s)/Objective(s): The goal of the Summer Reading Camp is to improve reading skills and fluency by providing a comprehensive phonics program.

        Outcomes/Achievements: The first year of Summer Reading Camp there was an average attendance of 89%. and a .33 gain (grade equivalencies) on the SORT. The students had an average gain of 13.75 words per minute gain in fluency. Many of the same students returned for the second year. Students that attended Summer Reading Camp were usually not referred for services during the school year after-school program.

21st CCLC Highlighted Center Program/Activity

Name of Program/Activity: Dessert and A Book

Name of site award: Oneida School District

Center name: Malad Elementary

Contact Person: Debi Healy
      Address: 250 W. 400 No.   **City:** Malad   **State:** ID   **Zip:** 83252
      Phone#   208-766-2255   **Fax #** 208-766-4998
      E-mail: healdebr@sd351.k12.id.us

Program Description

      Recommended age group: preschool – elementary

      Number of participants: 90

      Preparation time: approx. 4 hours

      Activity time: 1 hour

      Number of staff required: 5-6

      Materials/supplies needed: food, door prizes, books

      Goal(s)/Objective(s):

To provide a family activity open to all members of the community.
To encourage involvement between parents, students, teachers, library, PAT and Headstart. To encourage reading within families.

      Outcomes/Achievements:

Program just started in October. It was a huge success. I don't have any outcomes yet although we are developing a survey to help us evaluate the program. I am very excited about the first session.

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: Where Does The Money Go?

Name of site award: Parma Schools District   **Center name:** Parma Learning Center

Contact Person: Fran Self
>   **Address:** 905 E. McConnell Ave.   **City:** Parma **State:** ID **Zip:** 83686
>   **Phone#:** (208) 722-5115, ext. 204   **Fax #:** (208) 722-6913
>   **E-mail:** fself@parmaschools.org

Program Description:
>   **Recommended age group:** multi; 2ⁿᵈ grade up
>   **Number of participants:** flexible; groups of 4
>   **Preparation time:** varies; students do most of the prep
>   **Activity time:** 30-45 minutes/week X 4 to 6 weeks
>   **Number of staff required:**   At least one adult facilitator for each 10 groups of 4; one staff or volunteer helper for each group of 4 students.

Materials/supplies needed:

Small pocket notebook for each student; lots and lots of clothing and accessory ads from newspapers & magazines; scissors; big sheet of blank paper for each student (blank newsprint is perfect); glue or glue sticks—2 per group. Videos showing clothing factories are very helpful. Articles from newspapers and magazines about clothing manufacture**,** sweatshops, fads, and textile manufacture (students collect these)

Goal(s)/Objective(s):

Students will improve addition, subtraction, and estimation skills. Each student will receive a pocket notebook to use as a "check register", with a "beginning balance" of $500.00. Each student is required to use this "money" to purchase a complete wardrobe for two different seasons (Summer/Spring, Spring/Winter, etc.) Groups are challenged to purchase the most and best quality clothing and accessories for the least total amount of money.

Students will learn how, where, and by whom clothing is made for major brands. Videos of clothing and textile factories in action in various countries are viewed. Students are assigned the task of researching these areas. Each group is assigned a different aspect, prepares a report, and presents the information to the entire group. Facilitators help students access sources of information.

Students will learn budget planning. Each group will make a list of "wants" and "needs". They will decide what articles of clothing/accessories are necessities and what are "extras". Using the ads from various sources, they will "shop", compare prices, and decide purchasing priorities. If there is an expensive item that does not fit into the student's budget, the group will develop a plan to earn more money and save for the desired item.

Students will learn to make informed purchasing choices. By learning why "popular" brands are so much more expensive, and by learning how and why fads develop, students will be empowered to decide for themselves whether or not the higher-priced items are really "worth it".

Students will learn how clothing fads start. Each group will be assigned one current fad to investigate. They will try to find out: Who started the fad? Why? Does it have some kind of hidden meaning? Who gets the money from the sale of the product? When did you first see this fad? Who was wearing/using it? What kind of person wears/uses this product? Is that the kind of person you want to be, or to be thought of by others? Why? or Why not? How long do you think this fad will last? Facilitators will assist the groups to access various information resources.

Students will work cooperatively to achieve a group goal. Each group will cut out and paste each of its member's "purchases" onto the big blank paper, along with the price of each item. Each group will present its purchases to the entire group, with a total spent per person, and a total for the group. The entire group will then vote on which group of 4 spent their money most wisely. All participants will receive a "Certificate of Achievement" as "Smart Shoppers", and each student in the winning group of 4 will receive a small prize.

Outcomes/Achievements: We did this here in Parma with 55 children over a 6-week period. All students came away with a clearer sense of how much clothing costs, how it is made and by whom, and how to determine real value in clothing. Some students also learned to plan for a future purchase. All the students learned to balance their "checkbooks", to round prices up and down, and to figure discount percentages. The younger students were assisted by the older students in each group.

We had several discussions about who works in the clothing factories, how much they are paid, and how their standard of living differs from ours. We explored how much it costs to make various clothing items, and why we pay so much more than that cost to buy name-brand items. Students were amazed at those differences. We talked about who gets the profit from those items. We talked about how things either do or do not retain their value by comparing how much the students would be willing to spend at a yard sale or thrift shop for name-brand versus generic clothing items. We brought in items of clothing and compared the actual construction of the garments to see if the name-brands were actually better made. We made charts to show the construction differences. One group did a report on Levi Strauss, and another did one on Tommy Hilfiger.

We also talked about recycling, and shopping at thrift stores and yard sales. Several groups checked prices at yard sales for various items, and then compared those prices to "store" prices for comparable items.

This is a project that is adaptable to varying time frames and group sizes. It may be used as a foundation for several further projects, such as a sewing class, a sociology/social responsibility project, and a lesson or project about immigration, advertising/marketing, shipping/transportation, etc.

A field trip to a thrift store and some yard sales would be fun and informative, too. If your program is located in town, these might be "walking" field trips.

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: Cinco de Mayo Fiesta

Name of site award: Snake River Community Learning Center

Center name: Panther Pals

Contact Person: Josh Sorensen
      Address: P. O. Box B   **City:** Moreland   **State:** ID   **Zip:** 83256
      Phone#   208-684-5115   **Fax #** 208-684-3094
      E-mail: jsorense@snakeriver.org

Program Description

      Recommended age group: K-6th

      Number of participants   72 Students

      Preparation time: 4 Weeks of Planning

      Activity time: Two Hours

      Number of staff required: Ten

      Materials/supplies needed: Authentic Decorations and Food

      Goal(s)/Objective(s):   Culture/Diversity enrichment and education for program youth and adults.

      Outcomes/Achievements: We had outstanding support from students, parents, teachers, and community members. The night was a huge success and taught all who attended more about the Mexican culture

21ˢᵗ CCLC Highlighted Center Program/Activity

Name of Program/Activity: Math: <u>50 in a Minute</u> – *Attached is a brief explanation of the program and some sample activities for 5ᵗʰ grade.*

Name of site award: Lapwai School District

Center name: Lapwai After School Program

Contact Person: Candace Hoisington
    Address: PO Box 247   **City:** Lapwai   **State:** Idaho   **Zip:**83540
    Phone# 208.843.2622, ext. 203   **Fax #** 208.843.2910
    E-mail: choisington@lapwaisd.lewiston.id.us

Program Description

Recommended age group: 1ˢᵗ - 6ᵗʰ Graders   **Number of participants:** Unlimited

Preparation time: 10 to 15 Minutes   **Activity time:** One minute / daily

Number of staff required: 1

Materials/supplies needed: Copied Drills

Goal(s)/Objective(s):   Using the 50-in-a Minute timed drills in addition, subtraction, multiplication, division and fractions will help students master their basic math facts with increased fluency. It will also afford the opportunity to celebrate each student's individual academic success.

Outcomes/Achievements: Students will have a strong foundation in:
           ✓ Math Computation/Concepts
           ✓ Basic to Higher Level Skills
           ✓ Estimation
           ✓ Problem Solving

Publisher: Educational Research Service
               2000 Clarendon Boulevard
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               1-800-791-9308